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JOURNAL OF EDUCATION

JUNE 8, 1931

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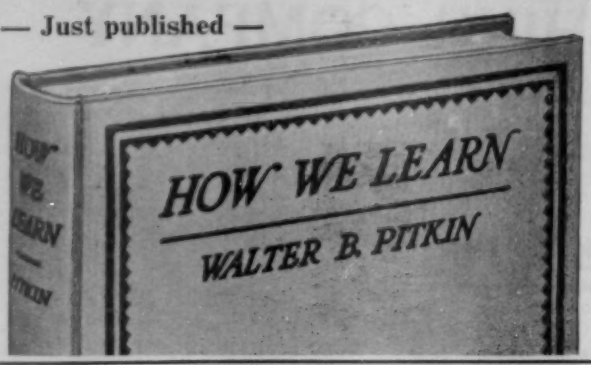

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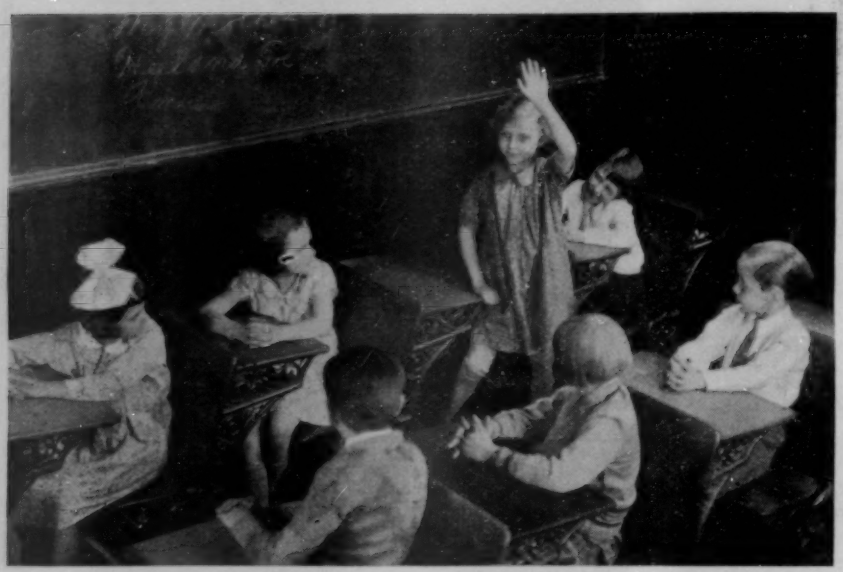

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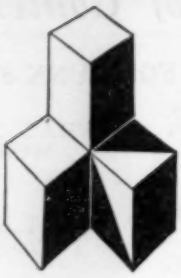

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Foreword

By the Associate Editor

ESTABLISHED in 1875, this magazine was six years of age when it issued its first "Summer Number" of more than ordinary physical bulk and editorial importance.

IT is that "Summer Number" of 1881, and its forty-nine succeeding numbers of similar emphasis and quality, which the present issue commemorates and has sought to climax.

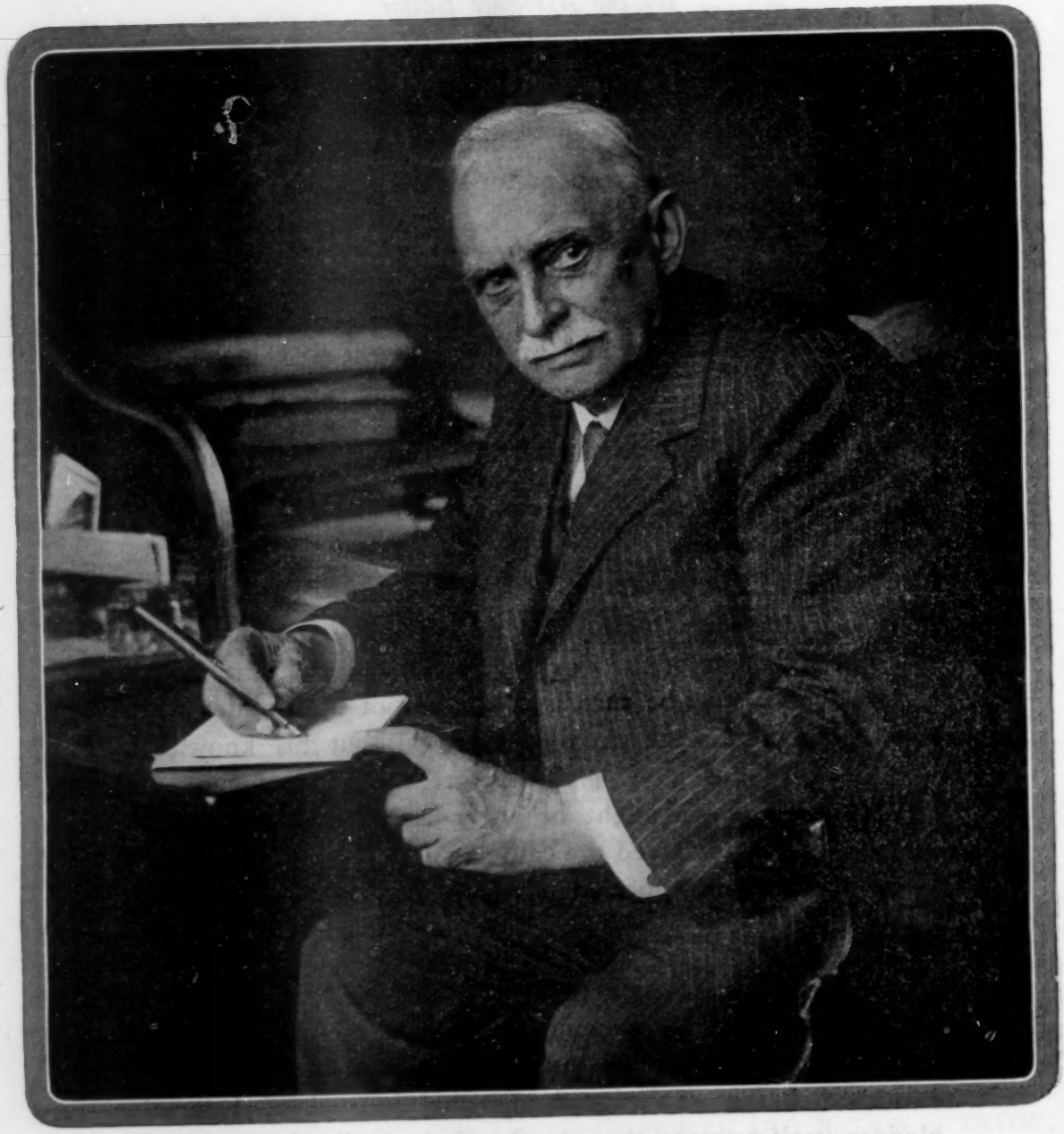
IT was characteristic of that first "Summer Number" and of each one that followed it through the years, that the editorials and leading articles dealt with progress.

THE educational seer and journalist who has stood at the editorial helm of the Journal of Education during the past forty-six years may be surprised at some of the tributes which have slipped into the ensuing pages without his knowledge. But these tributes, glowing as they are, fall short of conveying all the praise which might be justly bestowed upon one who has so signally advanced the cause of education throughout the whole nation over a period of nearly five decades.

PROUD of its great past, — a past that dips farther back into the nineteenth century than that of any other periodical now published, and still maintaining its individual existence in the education field — the Journal of Education pledges itself anew to the age that is immediately present and yet to come.

WITH tomorrow more in mind than yesterday, the editors have made the keynote of this occasion "What Next in Education?"

THE Journal of Education this day re-dedicates itself to progress — sane, constructive and unceasing.



Albert E Winship

JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

Education—Then and Now

By ALBERT E. WINSHIP

THE best education of fifty years ago was no more like the best education of today than the first phonograph records were like a radio message of Pope Pius XI, which can be heard by hundreds of millions of persons in their homes in all lands as distinctly as though they were individual guests at the Vatican.

Any one who should claim definite credit for any great modern attainment or achievement in education of 1931 for anything that he did or said or thought fifty years ago would be as ridiculous as any one who would claim credit for Lindbergh's first flight over seas because he had a toy balloon when he was a boy.

There was no creation in American education fifty years ago. There is creation in American education in every section of the country in 1931.

Manual training was imported bodily from Germany, and its slogan was "Learn to do by doing." If anything done was useful the learning was useless. It must have been learned for the sole purpose of learning to do it.

Then Sloyd was imported full-fledged from Sweden, and everything done must be useful. Schools went wild over having boys make bootjacks for fathers, and rolling pins for mothers.

Then Arts and Crafts came from England, and everything must have the element of beauty. The schools made picture frames for the family chromos received as premiums. This went on until Tests and Measurements came from France.

There was no American creation in education. It was easy in those days for a man to be famous by imitating and Americanizing something from Pestalozzi or Rousseau.

Since the World War creations in education are numerous, and education has been wonderfully Americanized.

There is still worship of English education, but there is abundant American education.

Youth are allowed responsibility in their education in many states as they were nowhere in the world ten years ago. In one State University last year three students were in the legislature, each chairman of a committee, one student chairman on the committee on appropriations.

In one county the high school students are responsible for all public improvements of the county. Ten years ago there was not a mile of concrete boulevard in the county. Now there is a wide concrete boulevard lengthwise of the county, part of a national highway between two national cities in other states. It cost a million dollars. The expense was borne in part by the county, by the state, and the Federal government, and it was wholly achieved by high school students.

In one state elementary schools in the country communities raised the commercial product of live poultry from $35,000 to $1,000,000 in four years wholly by the initiative of the pupils.

This is a sample of the spirit of American creation in education which is abundantly evident in every section of the United States, wholly developed by superintendents, principals, teachers, and pupils in the last decade.

This has been as vital a feature of public education in American life as the saving of orchards by spraying the trees in the right way at the right time.

There are many other creations in education as distinctly American as this, as vitally beneficial and as easily universalized.

They would be universal were it not for the fact that occasionally some individual wants to glorify himself as the creator of something, and in order to do it attaches some absurd feature to it fanatically or professionally, arousing opposition.

I have traveled a million miles on sleeping cars in the last sixty years. I crossed the continent in a sleeping car ten years after the first sleeping car was in service.

I have enjoyed the improvement which is as impressive as the difference in the beauty of an orchard in full bloom and before the leaf buds swell in the spring. I have been constantly thrilled by the revelations of improvement. There was no suspicion that there would ever be electric lights or signals in a car. Now there is a mile and a quarter of electric wire in every Pullman sleeper. There is half-a-mile of pipes for heat, water, wires and air.

I have gone from the Atlantic to the Pacific Coast in sleeping cars seventy times, and every

time I am amazed at some wonderful improvement. When I go into ecstacies over the improvement there is never any one who has realized that there has been any such improvement. They just enjoy the luxuries, and take them as a matter of course.

In the same way I have been thrilled by the wonderful advance in public education since my first school days, more than eighty years ago. From the days I taught in the Bridgewater State Normal School till I was there in 1931, I have always marveled at the progress.

I rejoice that I am alive to compare American education in 1931 with American education in 1881.

Editorials

Education Must Educate

CIVILIZATION that is not civil ceases to be civilization.

Education that does not educate may be a curse.

There is no virtue in nature when it loses self-control. Water is a wonderful blessing, so is sunlight, but too much water and too much sunlight are intolerable.

We saw the Mississippi Valley when the flood had made it a terrible sight, and within two years we saw the same valley almost worse off because of too much sunlight.

It is the same with human nature. It is wonderful, lovely, and glorious when it is wonderful, lovely and glorious, but when it loses self-control it is as much worse than savagery as TNT is worse than a cudgel.

Educators should demonstrate that their education has educated them to meet this situation more heroically than the uneducated can meet it.

It will be the greatest of tragedies if they make a bad matter worse for any community.

Professional Irritation

PUBLIC schools are liable to be put to the severest test of the last fifty years. The future of public education may depend upon the temper and temperament of public school teachers and officials in the next two years.

In the language of Grover Cleveland fifty years ago: "It is a condition and not a theory that confronts us."

We are giving no advice, public or private.

We listen to no one who has advice to give if we can escape courteously.

Professional irritation is liable to be infectious.

Guard Against Intolerance

INTOLERANCE thrives upon hard times, and wanes in prosperity. There are indications that the present depression is already breeding intolerance.

Tolerance was fabulously promoted during the financial boom after the World War.

The collapse of tolerance would be a greater tragedy for civilization than the collapse of business and industry.

China, India, Russia, Italy, Spain, and all South America are a terrible warning to the United States to be on guard every minute against an explosion of intolerance.

In hard times everybody blames everybody for their misfortune, and in good times everybody claims responsibility for the success of everybody. It is a reign of optimism in the one case, and of pessimism in the other case.

Intolerance has no regard for truth. In one day in 1931 a Catholic teacher wrote to a Boston paper saying that a Catholic teacher has no chance in Boston. A Protestant teacher wrote to another Boston paper saying that a Protestant teacher has no chance in Massachusetts.

Because their communications were not published they both accused the editors of intolerance.

Guard against intolerance, which is liable to be the greatest calamity of this depression.

Secretary Wilbur in Boston

RAY LYMAN WILBUR, Secretary of the Interior, was in Boston for several days in May, and he had a royal welcome wherever he appeared. It was a delightful experience for education in New England as well as for the Office of Education.

He was happy in everything he said, and in everything he did not say.

Massachusetts was especially sensitive on education, because the Legislature was fooling with Boston school affairs.

Without referring to local affairs directly or indirectly he stabilized faith in education, and for the first time in several months there has been no foolishness on education even in the "People's Columns" of the daily press!

Secretary Wilbur was clever as well as wise in all of his addresses. He was invited to return within a month for one of the most important occasions of the season. This is a greater compliment than can be appreciated by any one who does not appreciate the temper and temperament of Boston just now.

Belding's Page

Keep Them in School

FROM the President's Emergency Commission on Employment comes the reminder that American business, in its present condition, will be quite unable to absorb the 600,000 young people who are graduating this month from schools and colleges. Vice-Chairman F. C. Croxton of the Emergency Committee therefore recommends that, so far as possible, these graduates be encouraged to remain in school another year.

The suggestion is economically sound. It might not be if all the graduates were to defer their stepping out into the world until June, 1932, and thus double the number to be taken care of by industry at that time. But there is not the slightest danger that the advice will be so generally followed.

As Mr. Croxton points out, there is a psychological factor to be considered in the danger that "these graduates will face a period of enforced idleness which will dull their enthusiasm and in many cases lead to permanent impairment of morale."

Principals and teachers of secondary schools in particular should use their influence to keep the boys and girls in school, even if it be necessary to make special provision for their instruction and welfare.

The Real Futurists

FUTURISM expresses itself in strange forms—in art, especially. Anything that is freakish, these days, gets by on the excuse that it holds a prophetic note. The painter, the musician and to some extent the literary man have turned soothsayers. Public taste is in the hands of augurs and astrologers.

The keys to the future are not, in fact, possessed by these persons. If any body of men and women may claim a finger in the future, it is the educators. Theirs is a definite task, a purposeful approach. The goal of their efforts is a better citizenry and a higher civilization. What they may do for the individual is truly important. The individual is the unit through which they work. But the interest which the public takes in providing instruction is based upon mass results.

It is strange that so many educators, knowing their responsibility for the future, remain buried in the past. The past makes an excellent springboard from which to meet the future. The past is also a very effective quagmire when allowed to become so.

Pastists are distinctly out of place in the school realm. So, no doubt, are those futurists who ignore experience and despise tradition.

The common saying, "It will be all the same in a hundred years; why worry?" is one that does not apply to education. Neither education itself nor the world in general will be "all the same" a century hence. Something of the change which has been wrought in a half century is called to mind in the present issue of this magazine. Are we to suppose that it made no difference to the civilization of today whether the teachers of 1881 or of 1831 caught visions, planted seeds, and labored faithfully?

The human race, in the sixty centuries, more or less, that it has been self-conscious, has made creditable progress. Education is a mechanism for hastening and intensifying man's ascent. Armed with science, inspired with hope and earnestness, the teacher of today leads the assault against ignorance and all that makes life base and sordid.

Society a hundred years hence—society fifty, twenty and even ten years hence—will be profoundly affected by the thoughts and acts of teachers now in service. These are the futurists that really matter.

Practical Porto Rico

ENROLLMENT in the public schools of Porto Rico has increased over nine-fold since the island came into possession of the United States in 1899. Today Porto Rico has a school population of 192,000. This in itself is remarkable. It is more especially so when we consider that the authorities in that island have been obliged by severe economic conditions to curtail expenditures each year since 1925. Moreover, the instruction is shaped to the needs of the children, to a degree not always found in communities of continental states. Take one instance: Barefoot boys in warm climates are liable to infection with hookworm. Boys in Porto Rico schools are therefore learning to make their own shoes.

Some Porto Rico villages have had thousands of dollars added to the value of their school property by the labor of students who engaged in building as part of their school activities.

The right spirit is at work in Porto Rico education. Congratulations to Commissioner Padin.

Anson W. Belding

Associate Editor.

An Old Magazine Serving a New Age

WILLIAM JOHN COOPER

United States Commissioner of Education

Somehow a fiftieth anniversary makes one think of golden weddings when we see published pictures of two somewhat aged but happy people who have just celebrated the most important event in their lives with a party or reunion of families.

The Fiftieth Annual Summer Number of the Journal of Education commemorates a happy union of the oldest school magazine and our most experienced educational journalist. The Journal and its editor have remained alert and up-to-date.

WILLIAM J. O'SHEA

Superintendent, New York City

I congratulate the Journal of Education upon the appearance of its fiftieth annual summer number. For many years the Journal of Education has set the standard for educational publications in the United States. I hope it will long continue to do so.

PAYSON SMITH

Commissioner of Education, Massachusetts

I doubt if any educational journal of this or any other country has been given a more eager welcome on each date of its publication than has the Journal of Education, which has held the mirror before the many changing phases of public education for more than fifty years.

The sane optimism of the Journal of Education under the leadership of Dr. A. E. Winship has been among the powerful influences in American education throughout these years.

WORTH McCLURE

Superintendent, Seattle

If an institution is the lengthened shadow of a man, then the Journal of Education is the projection of one who is a true educational prophet.

Twenty years ago I first found professional refreshment and stimulation in its forward look, its confident gospel of service to American childhood. Today I still find the same spirit breathing from its pages. I am happy to send the greeting the Pacific Coast has learned from its Japanese friends —"Banzai"—Ten Thousand Years!

FRANK CODY

Superintendent, Detroit

Congratulations to your fine old *Journal* with your fine old editor!

E. W. BUTTERFIELD

Commissioner of Education, Connecticut

When I first began teaching in 1897 the Journal of Education was an old magazine, and I read it with diligent attention. Now, in 1931, it is a young magazine, and I read it with interest and enthusiasm.

JEREMIAH E. BURKE

Superintendent, Boston

During all my years as teacher and administrator I have been a reader of the Journal of Education. In the meantime the Journal has been constantly improving "with age."

I am grateful for an opportunity to express to Dr. Winship my deep appreciation of the invaluable assistance he has rendered me personally and professionally, and to wish him and his literary companions many, many years of continued fruitful service in the cause of popular education.

J. W. CRABTREE

Secretary, National Education Association

The Journal has laid the educational ideals of the growing profession for more than a quarter of a century and it is now adding to them, adjusting them and adapting them to a new age and to the needs immediately ahead. The profession is grateful, but it can never halfway appreciate what it owes to Dr. Winship and to the Journal for the growth of the National Education Association, and for the stability of the organized profession.

J. M. GWINN

Superintendent, San Francisco

The passing years have brought no sign of arterio-sclerosis to the Journal of Education. Its eternal youth has enabled the Journal to adjust itself to new knowledge, new points of view and new methods in education. Education during the half century has moved rapidly, so has the Journal. Many happy returns.

F. G. BLAIR

State Superintendent, Illinois

The Journal of Education is one teacher's paper that has had pep, punch, and personality from the first number I saw down to the last one that came to my desk.

C. H. DEMPSEY

Commissioner of Education, Vermont

I have long been a reader of the Journal, and with great interest and benefit. The Journal of Education has always been progressive and in the forefront of educational progress, a vital force in the development of American education. May it continue to be vigorous, youthful and progressive.

JAMES E. RUSSELL

Dean-Emeritus of Teachers College, Columbia University

I have had the Journal of Education every week for about as long as I can remember, and every week I have read some part of it with interest. No other magazine has filled just the same place, and no other can rival it as long as Dr. Winship exercises his inimitable habit of saying what he thinks. And apparently he never thinks ill of any one. That of itself makes the Journal unique.

FLORENCE HALE

State Supervisor, Rural Schools, Augusta, Maine

There are many different educational magazines in the field, each serving its own good purpose. It is safe to say, however, that the best loved and most unique of them all is the Journal of Education. No person can accurately estimate how far-reaching has been its effect upon the educational thinking of this country. Always constructive, it is constantly alert to seek out and give publicity to the latest and best movements in education. Those things of which it cannot approve are either omitted entirely or killed by quiet humor when the Journal feels a stand should be taken. Never, however, has its attitude been either calloused or destructive. It will probably never be known how many of the successful educators of this country have owed their start to the encouragement given them in their own early undertakings by the Journal, and to the ambition inspired within them by reading therein of the projects being undertaken by others. There is no other existing medium today like the Journal of Education by which school work can keep in touch with important personalities and trends in education all over the world.

FRANK PIERREPONT GRAVES

State Commissioner, Albany, N.Y.

Greetings to the Journal of Education and to its distinguished editor, the Dean of Educational Journalists. The oldest of educational magazines under superb editorial direction has through the years given new courage and inspiration to the teachers of the country. It reflects, of course, the spirit of the Grand Old Man of Education—guiding us with the wisdom of years, leading us forward with the buoyant courage of youth.

G. E. DILLE

Superintendent, Chillicothe, Missouri

The Journal of Education under the magnificent leadership of that generous, able, and inspiring educator, Dr. A. E. Winship, has kept abreast of the new movements in education without divorcing the most noble and uplifting practices of the old school of our fathers. It is to be heartily congratulated upon its unparalleled professional achievements.

W. C. McGINNIS

Superintendent, Perth Amboy, New Jersey

The Journal of Education is old in years only. The Journal and its editor, Dr. Winship, have long occupied a place of commanding influence in American Education. Dr. Winship's new associates on the editorial staff are helping to carry on a fine tradition of service.

The Journal of Education is published for and read by workers in many fields of educational endeavor. Tne college professor, the superintendent, the principal, the supervisor, and the classroom teacher each and all find in the Journal of Education articles of inspiration and of practical and practicable helpfulness. The Journal is a periodical of general and specific worth.

SAMUEL ENGLE BURR

Superintendent, Glendale, Ohio

Congratulations to the Journal of Education and to its editorial staff on the publication of its fiftieth annual summer number. Reading the Journal has become a part of my regular weekly schedule. I find it helpful and stimulating. May it continue to have many years of growth and usefulness.

JAMES M. GRIMES

Superintendent, Mount Vernon, New York

I have been reading educational papers for more than fifty years, and I find the Journal of Education the most inspiring educational paper published.

R. G. JONES
Superintendent, Cleveland

For more than fifty years the Journal of Education has told the truth, has kept sweet, has punctured foibles, has tried to maintain a parity between knowledge and wisdom in operation. This is sufficient justification for existence, and adequate justification for the Nation's high regard and sincere compliments upon its fiftieth annual summer number.

UEL W. LAMKIN
President, Northwest Missouri State Teachers College, Maryville

It is fine for such a human thing as a magazine to grow old and still remain young. Fifty years of service is the forecast of continued usefulness to education.

WARREN E. BOW
Assistant Superintendent, Detroit

The Journal of Education, with its background of many years' service to the field of education, has kept pace with changes in the profession—in fact, it has made it possible for educators, through the years, to keep in touch with the contributions made by changes in all areas of the nation.

H. A. BROWN
President, State Normal University, Normal, Illinois

I am very appreciative of the service which the Journal of Education and its famous editor, Dr. Albert E. Winship, have rendered to American education. Dr. Winship's pen through editorials and articles has brought enlightenment and inspiration to thousands of people throughout the United States. Dr. Winship, in a long life of service to education, has never looked backward, but, on the contrary, he has visioned progress in a remarkably forward-looking fashion. His commendations of new departures in education have brought the necessary stimulus and encouragement to enable many people to go forward with plans and press forward to the solution of perplexing and difficult problems. The Journal of Education and Dr. Winship have rendered a great service to American Education.

THOMAS W. GOSLING
Superintendent, Akron, Ohio

The Journal of Education occupies a field that is all its own. There is no other magazine like it. May long life and prosperity attend its editors and its program.

WILLIAM J. BOGAN
Superintendent, Chicago

The Journal of Education, like its ever-young editor, Albert E. Winship, is an inspiration and a stimulus to teachers.

W. A. BALDWIN
Rhode Island College of Education

The Journal of Education has for years performed a unique service in the encouragement of new movements in education.

About thirty years ago when the Hyannis Normal School was inaugurating the movement to correlate school garden and other forms of industrial-social work with the so-called regular school subjects the school and its principal were under the suspicion of the "regulars." We were being called *idealists* and *faddists.*

Dr. A. E. Winship recognized the fact that here was a movement in education worth encouraging, and came to the rescue. The Journal of Education was at once open for a series of articles, fully illustrating the various phases of the work. The recognition and appreciation thus shown made possible the continuation of this experiment in what is now called Progressive Education.

The above is typical of the attitude of Dr. Winship and of the Journal of Education in connection with hundreds of like experiments. Every honest attempt to improve and to modernize education has found here sympathetic encouragement.

I know of no other educational journal which has done work comparable with this in the forward movement of education. I for one find it impossible to adequately express my indebtedness to Dr. Winship and to the Journal of Education.

J. MORRIS JONES
Managing Editor, School Executives Magazine

The School Executives Magazine extends greetings and congratulations to the Journal of Education on the publication of its fiftieth annual summer number. The Winship sparkle and wealth of fascinating reminiscence is something appreciated by every contemporary educational magazine.

CHARLES H. JUDD
University of Chicago

Congratulations to the Journal of Education, to Dr. Winship and his associates! I am glad to join in acknowledging the large services which the Journal of Education has rendered education in this country by the wholesome and optimistic attitude toward the good things that Dr. Winship has found in his journeys back and forth across the continent. Best wishes for long life and continued service to the editors of the Journal and the periodical itself!

What Next in Developing Individual Powers?

By DAVID SNEDDEN
Teachers College, Columbia University

THE forces which make for progress in education have been gathering in tremendous volume recently—that is, forces of research, of powerful leadership, of nation-wide interests and faiths, and of the opportunities which come from abundant money, excellent equipment, prolonged school attendance, and the like.

The more complete, the more efficient, educations which are coming, will, it is here predicted, be organized to produce a variety of results, and will use a variety of methods, which, superficially considered, may seem contradictory.

They will do a great deal more than we are able now to do to strengthen some *individual powers.* They will do much more, also, to *socialize* our young persons in certain definite directions.

In really efficient educative procedures the strengthening both of individual powers and of *social* or *co-operative* powers will proceed *selectively*—that is, will first of all *forecast* probable futures of societies and of persons in them, then will diagnose the already available *assets* and *liabilities* of pupils in schools and will, on the bases of such prognoses and diagnoses, proceed to make the most of already available assets, and to remove as far as practicable the liabilities.

Towards *strengthening* certain individual powers of health conservation needed in *civilized* societies does any careful observer doubt that our present inter-school sports are largely silly?

Towards extending and enriching *personal cultures* does any careful observer of "follow-up" effects doubt that our present favored studies in high schools—French, algebra, chemistry, general history and the like—are, as taught, largely inept and fruitless means of cultural educations.

But are our really *socializing* educations much better? All our young Americans are abundantly socialized now to their *local,* and especially to their *coterie,* societies—but how many of them are really socialized to participate effectively in their *civic* and other *large-group* responsibilities between ages twenty and thirty?

Finally, it is well known to the observant that we have only begun as yet to provide public schools to give effective training of individual powers towards life-long earning of livelihoods or of doing well each his share of the world's work. But here, too, we may expect far better results tomorrow—when we shall have fully waked up to the reality that effective vocational training can practically never be given in junior or senior high schools, but will require separate and specialized schools, preferably to be entered only after learners shall have passed sixteen or, better, eighteen years of age.

The promising outlooks and the implied criticisms suggested above do not apply so much, in the estimation of the writer, to American schools for children under twelve years of age as they do to schools for young persons from twelve to twenty years of age.

Schools for children under twelve years of age are already functioning fairly well, as the present writer sees it. But almost measureless opportunities for better and richer and more individualized educations lie just over the horizon for schools serving young persons over twelve years of age.

For it is certain that presently *all* the children of *all* the people will be attending full-time schools, first to sixteen, then to seventeen, and presently to eighteen years of age. *All* dynamic tendencies in American social evolution point in that direction. By 1960 probably half of all young Americans will be attending full-time schools to *twenty* years of age.

Historically, our secondary schools have always evolved their offerings primarily for the intellectually and circumstantially most gifted ten per cent. To some extent the individual powers, and to a large extent the social traits of these favored ones were greatly strengthened through such offerings. But all the ungifted—those common people whom Lincoln asserted God must love dearly since he makes so many of them—were left nearly in outer intellectual darkness.

Think of the schools of tomorrow working out really effective educational offerings for young persons of less than average natural powers, but able to use the years between twelve and eighteen in full-time schools to develop both the individual and the social powers which they possess! Can we educators not immeasurably improve American society with these new opportunities?

What Next in Fitting for Life Work?

By C. E. PARTCH

Dean of School of Education, Rutgers University,
New Brunswick, New Jersey

"The choice of a life work is the most important choice we ever make; yet for many there seems to be no choice. . . . . It is not easy to choose wisely. No one can know for what he is fitted without such an analysis of abilities, opportunities, and desires as few persons can make unaided.

FITTING for the work of life is being accomlished more and more by means of a comprehensive program in vocational guidance. Teachers and educational administrators are asking the question: "What is vocational guidance all about?" That there has been a general lack of understanding is quite evident to anyone who has worked in the field of guidance for any length of time. Not so many years ago I called on the president of a mid-western university, and in the course of our conversation I asked him if he contemplated introducing any courses in vocational guidance as a part of his teacher-training program. His reply was "No," that they had no manual training equipment, and he did not see much future for the manual training movement anyway.

An organized guidance program as a regular part of the curriculum is comparatively new, but it has grown gradually, particularly during the past eight or ten years. However, until teachers and administrators have a fairly comprehensive idea of what a guidance program comprises, it will be difficult to secure the support that is necessary to make the program succeed.

Regardless of the community in which they live the majority of young people have to face the problem of making a choice of occupation, of finding work, of succeeding and making progress in that work, and frequently of making a new choice of occupation and going through a part or all of the process of vocational adjustment anew.

Not only has this problem been one for the individual to consider, but it has also been one that society throughout the ages has attempted to solve by finding a means for the better adjustment of its members. The attempts to secure a better vocational adjustment have at different times been based upon philosophical reasoning, bigoted selection without consideration of the wishes of the individual, augury, testing the individual for certain traits or abilities, and finally upon the experience, knowledge, and ambitions of the individual needing help.

There are three very definite steps which each one should consider when making a choice of occupation:—

1. He should consider himself as an individual. What are his knowledges, his skills, his abilities, his interests, his aptitudes, his ambitions? What is he capable of doing well? What is he capable of doing so well that he has developed that quality known as self-confidence? What skills and abilities has he that are salable?
2. What knowledge has he of the occupations of the world? Has he made a careful study of one or more occupations in which he has evinced some interest so that he feels that he has sufficient knowledge upon which to base such an important decision as the choice of an occupation?
3. Has he counseled with some older experienced person regarding his interests, his aptitudes, his desires, his ambitions in the light of the information that he has gathered regarding those occupations considered before making a tentative choice?

It may be said to the credit of American educators that they were the first to realize the need for guidance in the curriculum of the public school.

In 1899 President Harper of the University of Chicago prophesied the movement for educational and vocational guidance as follows:—

> "In order that the student may receive the assistance so essential to success, another step in the onward evolution to his success (of education) will take place. The step will be a scientific study of the student himself. . . . In the time that is coming there must be work performed either by the regular in-

structors or by those appointed especially for the purpose, to study in detail those to whom instruction is offered."

After outlining in detail the data which must be secured for each student, he continued:—

> "The data thus gathered will determine the character of all advice given the student and the material will determine likewise, in a large measure, the career of the student. This (analysis and guidance) feature of the twentieth century education will come to be regarded as of greatest importance, and fifty years hence will prevail as widely as it is now lacking and its application will, in due time, introduce order and system into our educational work, where (with reference to the individual) now only chaos is to be found."

That Dr. Harper's prophecy is being realized in a measure is evidenced by the work accomplished by the vocational guidance departments in the public school systems of many of our large cities. Guidance has not reached many of the smaller school systems as yet, and it has been estimated that not more than one in ten pupils of secondary school age is attending a school where the opportunities of a comprehensive vocational guidance program are available and the greater per cent. of these reside in a few of our larger centres of population. Before the prophecy of President Harper can be fully realized, it will be necessary to train teachers for this new work in guidance.

In the opening address to the White House Conference President Hoover emphasized the need for vocational guidance when he said:—

> "Our children all differ in character, in capacity, in inclination. If we would give them their full chance, they must have that service in education which develops their special qualities. They must have vocational guidance. In democracy our progress is the sum of the progress of individuals—that they individually achieve to the full capacity of their abilities and character. Their varied personalities and abilities must be brought fully to bloom; they must not be mentally regimented to a single mould or the qualities of many of them will be stifled; the door of opportunity must be opened to each of them."

The definition of guidance as presented in the set of principles drawn up by the National Vocational Guidance Association is the result of fifteen years of experience. It is as follows: "*Vocational guidance is the giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it.*" To this should be added the social aim of vocational guidance since it is even more important for the community, state and nation to progress than it is for the individual. Each succeeding generation should be better equipped than the last to cope with the social, civic, economic, and ethical problems of life.

The social aim of vocational guidance was emphasized at the twentieth annual convention of the National Vocational Guidance Association, held at Detroit in February of this year, in the following declaration:—

> "Much of the present unemployment and many other social evils are due to the fact that the persons now at work stumbled into their jobs without guidance; if we wish to avoid similar crises in the future we must provide systematic vocational guidance. It is estimated that of the forty million workers in the United States, about five million are at present unemployed. It is certain that many of these unfortunate people lost their positions because they were in jobs for which they were not suited; others, because they were not adequately trained; still others, because they were trained for fields which were already overcrowded. A large majority of workers, both employed and unemployed, drift into their jobs by accident. This results not only in periodic recurrences of unemployment, but also in crime, low productivity, seasonal employment, exploitation of labor (particularly juvenile labor), low standards of living, poverty, misery, and unhappiness."

The aims of vocational guidance make mutual provision for the individual and for society. Guidance is an attempt to adjust the individual to society in such a manner that his abilities may be developed to their fullest extent. More than ninety per cent. of the population must work for a living. At least one-fourth of the time of the worker is spent at his vocation; therefore, much of the work of vocational guidance is directed toward adjusting him in a gainful occupation. To accomplish this, guidance must recognize and provide for the difference in interest, aptitude, ability, and ambition found in different individuals.

The fundamental aim of secondary education is to provide training that will fit the pupil adequately to meet his individual needs as well as the needs of society as a whole. Since this aim is in accordance with the aim of guidance the schools should provide for guidance activities at least as early as the seventh grade and continue them on through the senior high school.

Each pupil sooner or later faces the problem of choosing his life's work. To prepare him to make his choice is the obligation of the school. He should be furnished with information and experience that will enable him to make a choice with

reasonable expectancy of success. Furthermore, he should be given training in co-operative enterprises in order to minimize the possibility of his becoming a social misfit. In order to arrive at a co-operative solution of the political and ethical questions the individual must have a knowledge of occupations. He can get his best beginning in this knowledge through a comprehensive program in the schools.

A vocational guidance counselor or adviser should have a background of training and experience that will enable him to help cope with the personal problems of the individual as well as to help solve the personnel problems of society. In order to insure that the vocational guidance counselors in our public schools are adequately trained for their work, some provision should be made for state certification of these counselors. A recent survey that was made to ascertain the present practices of the different states as to the certification of counselors shows that only three states make provision for such certification. It was evident from many of the replies that even state departments of education did not have a very clear idea of what was meant by vocational guidance, as evidenced by the reply that such a questionnaire was being referred to Mr. ——, who is director of the Smith-Hughes Vocational Agriculture Work, and that all of the guidance work in the state was under his direction.

There is a growing need for trained counselors, and the state departments of education should safeguard the training of counselors by setting up standards of certification. The teacher-training institutions should provide this training, and until trained counselors are available, school administrators should be cautioned to go slowly in developing a guidance program.

What Next in Physical Education?

By FREDERICK RAND ROGERS

Director of the Health and Physical Education Division, New York State Education Department.[1]

PHYSICAL education is today in the very midst of its future. A prediction of "what next" may be rendered accurately in terms of the transitions now in process of fulfillment. This exposition or prediction must be sketchy, however, because the future of physical education, whose history began with the dawn of culture and reached one climax in classical civilization, is so broad.

The outline which follows indicates seven phases of "what next." Since the future can only be appreciated in terms of the past and present, an attempt is here made to throw each prediction on the background of what is and was.

I

Meaning and Scope.

During the past three to six decades—until yesterday even—physical education was regarded in the United States as a program of physical activities chiefly for the purpose of building blood, bone and muscle into a harmoniously functioning organism. In other words, physical education was "body development through exercise." Today, however, it is conceived broadly as a *method of education*—a means of modifying behavior—a fundamental technique for achieving educational objectives. Consequently physical education is not exclusively a program for a few specialists. Nor is its objective merely health. Every teacher actually uses physical activity to change her pupils' behavior. Indeed, the kindergarten teacher is the physical educator *par excellence;* she has always used her pupils' large muscle activities to change their behavior, socially as well as physically.

The value of physical education as a method of teaching becomes apparent as modern psychological principles of learning, habit formation and the control and modification of emotional behavior are increasingly understood. The doctrines of interest and experience, the principle of learning through activity, the motivated lesson—all are revealed in properly directed physical education programs. What one learns in play, in the laboratory, in "projects" is truly learned—whether for good or ill. Physical education is not a program or a subject, but a means, a tool, a method. The "next step" in the general field is for all teachers to become physical educators as well as mental educators. That is, all should be trained to, and actually *use* physical activities to modify their pupils' brain patterns as well as their muscular efficiency.

II

Objectives.

The objectives of physical education are limited only by the type of activities involved: large-muscle or "physical" activities. Twenty years ago chiefly

1. Dr. Rogers has recently been appointed Dean of Student Health and Physical Education in Boston University. On September 1 he will take up his new duties which embrace all health programs for students at the University, all physical recreation activities, including intercollegiate athletics, and the development of courses for the training of physical educators and other school health specialists.

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the health objectives were considered. Yesterday Hetherington revealed that pupils learn social (or anti-social) behavior as they play together. Immediately thereafter this discovery was exploited. Physical education became, in the mouths of its supporters, a character education program, and some enthusiasts even declared that "physical education, from the view of education in general, should not be interested in health at all."[2] Today, however, there is a growing realization that health, or physical fitness to live and be active, is promoted or hindered by exercise or lack of exercise almost, if not quite, as much as by food and rest. Therefore the health objectives are again being stressed as primary if not paramount. Physical activities must contribute to the physical well-being of pupils or they fail in their first function. Social or moral character is secondary, though not subordinate. "After health, other character qualities" is becoming the guiding aim of physical education

III

Individualized Programs

The typical physical education program of twenty, ten, or even five years ago treated all pupils as though they were products of a machine, without variations in interests, capacities or needs. An identical program was given to all, quite regardless of whether they were athletes or bookworms, fat or lean, malnourished or robust, or whether they had flat feet, poor posture, heart defects, or even were tubercular. When this policy did not prevail a worse one was followed: the physically deficient who needed attention most were neglected or thrust aside for the athletes who least needed the guidance of physical educators.

Today this policy is being reversed, to the great benefit of all concerned. Already in leading schools programs are being adapted to needs and interests as determined by medical examinations, physical capacity tests and other measures. Pupils who most need attention are required to attend five-day-per-week individual programs while those whose physical condition is good are given quite different activities with a large amount of self-direction and choice encouraged. "Adaptation to individual needs" is the keynote in the development of modern programs. The future will witness great extensions of the individualization of programs in physical education as well as other phases of education, and for the sake of social as well as physical traits.

IV

Measurements.

Individualization of programs presupposes measurements to determine needs and capacities, and suggests further tests to determine results. Until yesterday physical education suffered greatly because valid measures were lacking either of needs or of results. Today, however, several types of measures are in common use and are rapidly gaining new supporters. Among these, two types are most valuable and reliable. The first of these is the medical examination: an absolute prerequisite to any rational program of individualized instruction. The second is the Physical Fitness Index, derived from physical capacity tests,[3] which is a positive measure (the medical examination is negative) of fitness to engage in activity programs. Others are footprints, silhouettographs, spinographs, and other measures of physical stature, posture, and condition. Physical education of tomorrow will be based on these and other such measures: already indications are that, in terms of educational objectives, results may be measured more accurately in this field than in the scholastic field.

V

Equality in Sports.

The doctrine of equality has only to be stated to be accepted in theory. It is that education for social or moral character proceeds most rapidly when opposing individuals or teams are approximately equal in playing abilities, and that unsocial or anti-social leanings are positively encouraged when, and to the extent that, opponents are unequal. The importance of this dictum is recognized when the general educator realizes that physical education programs now include a very large proportion of game activities.

Today there is general agreement on the principle, but little active following of the policy indicated. Everywhere in professional or adult sports attempts are made to equalize the chances of success between opponents—even in prize fighting, wrestling, horseracing, and ideally in yachting. But the reverse is true in interscholastic and intercollegiate sports.

This condition is rapidly changing, however. Ten years hence it will be the accepted first duty of physical educators in charge of competitive sports to ensure that opponents are approximately equal, at least in physical powers. Tie scores will be looked upon as ideal scores. . . . Perhaps twenty years hence![4]

VI

Player Control.

Even more startling than the doctrine of equality has been the recent proposal of "player control" in interschool sports. Now, player control is but an extension to the athletic field of the

2. J. F. Williams, on page xii of Principles of Physical Education, 1927.

3. See Physical Capacity Tests by Frederick Rand Rogers, published in 1930 by A. S. Barnes and Company.

4. For a detailed prediction in this field, see the writer's The Future of Interscholastic Athletics, published in 1929. Published by the Bureau of Publications, Teachers College, Columbia University.

(Continued on Page 623)

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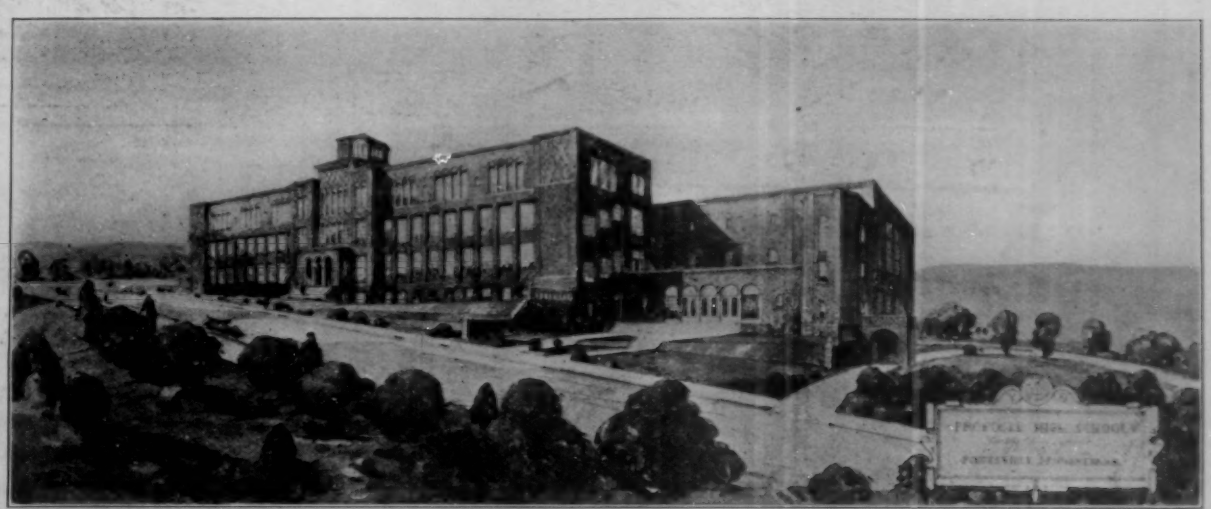

EXTERIOR VIEW

New High School, Pottsville, Pennsylvania

(under construction)

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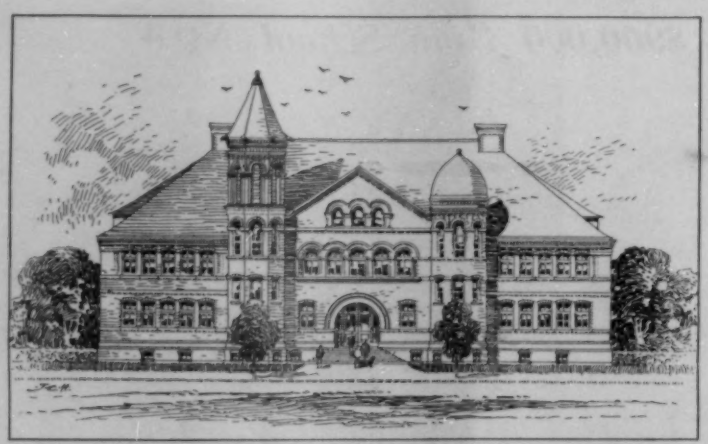
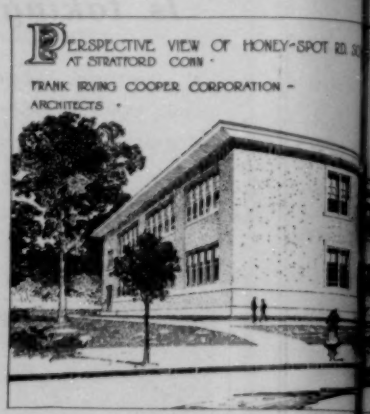
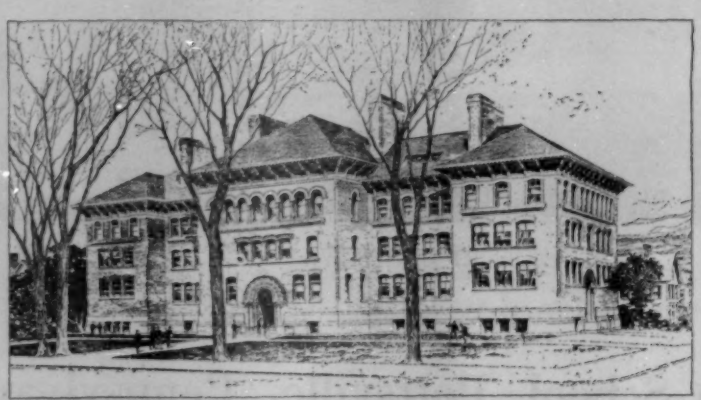
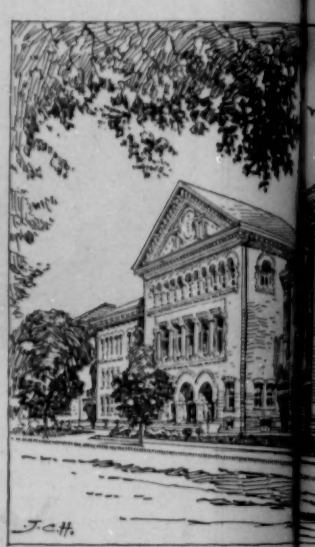


Planning of forty years ago, 1890, High School, New Brighton, Penna.

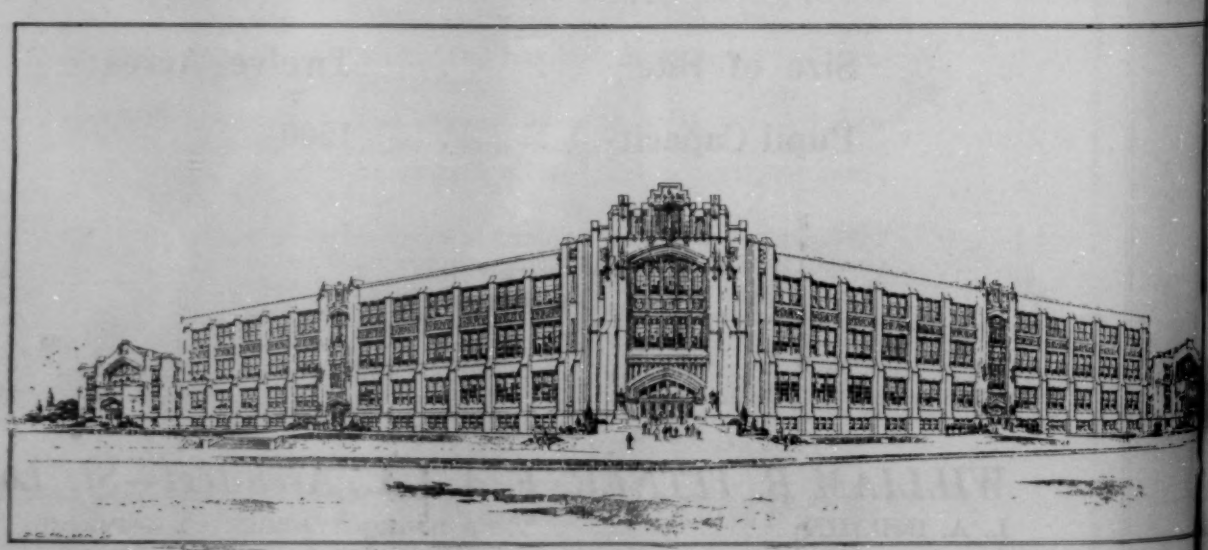




High School, Malden, Mass., 1893. A type of school building of the "gay nineties" which later gained wide popularity.



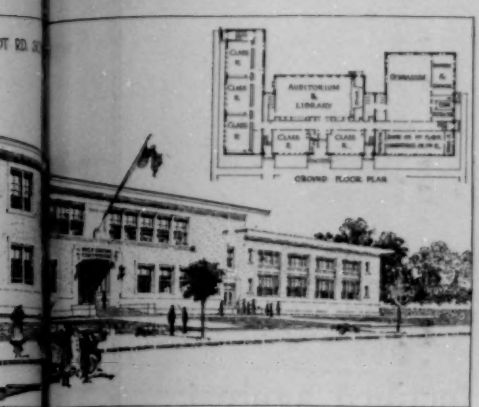
In 1906 Malden's Hi



Hartford, Connecticut, latest creation for education and community use, 1927, The Morgan Gardner Bulkeley High School.

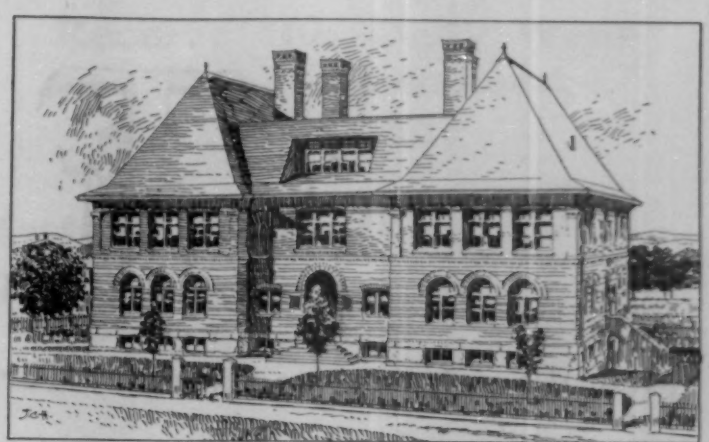
— Architect — Boston — Hartford

on show the trail in schoolhouse architecture for the past forty years.



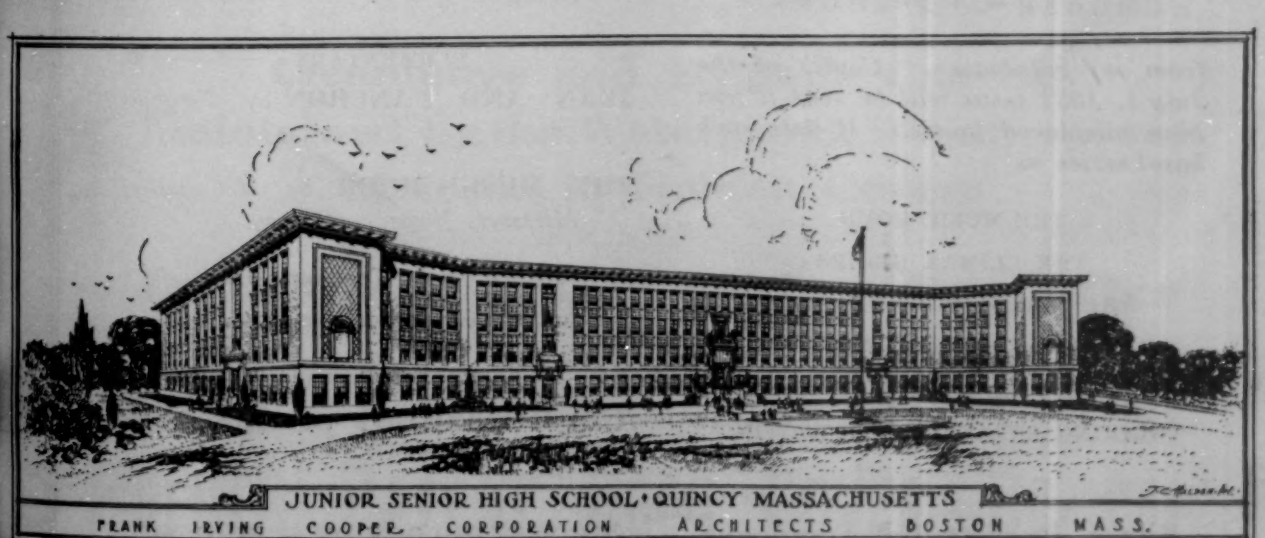
1917.

enlarged as shown above.



Teacher Training School, Fall River, Mass., 1892.

High School, Brockton, Mass., 1904. Characteristic of Brockton's early and modern devotion to industry and education.



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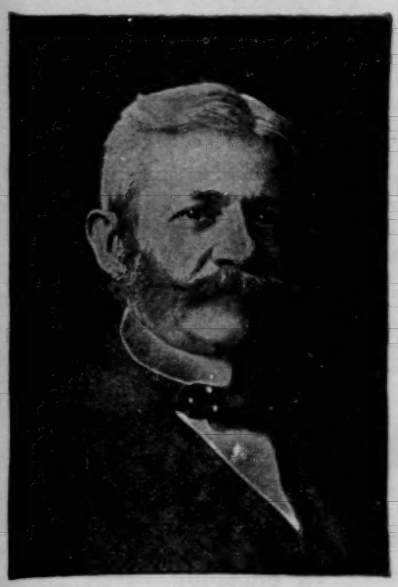

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- Teachers' Manual

Third year
- MAKE AND MAKE-BELIEVE—Third Reader
- WORKBOOK to Make and Make-Believe
- Teachers' Manual

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(Continued from Page 614)

principles of pupil initiative, leadership, and responsibility in the academic field—a true project method of teaching co-operation, initiative, loyalty, etc.

Everyone in North America is familiar with the dramatic spectacle of intercollegiate sports conducted by paid coaches. Players throw, carry and hit the ball, but coaches tell them when, how and where, even on the day of the game, even on the playing field, even during actual play. "Returning the game to the original owner" means that after games (not practice-periods) have begun the coach retains only the power to remove players for protection of health. *All* other decisions are left to players. Today this technique of education in athletics is being vigorously, even cantankerously, fought by coaches and a certain type of sports writer. But all signs point to its eventual acceptance universally among educators. Already it is a fundamental condition of interscholastic sports in New York State, for example, having been incorporated in its new physical education syllabus. According to John Dewey it is "the greatest advance step yet taken in school athletics."

VII

Co-ordination of All School Health Services.

A significant trend in school administration which is vitally affecting physical education is that towards the unification of all school health services under a single co-ordinating head or director. These services include the following: (1) health protection which includes all health examinations (physical, mental, medical), hygienic building construction, follow-up services, building sanitation, communicable disease control, accident prevention, first-aid services, special school adjustments (sight saving classes, etc.), hygienic school programs, mental hygiene, teacher health services, and others; (2) health teaching which includes development of habits and attitudes and inculcation of information and knowledge in safety, sanitation, nutrition, physiology, social hygiene and others; and (3) health development which includes physical education or regular programs in all large muscle activities for physically normal pupils, regular programs in leadership and self-direction for physically super-normal pupils, daily programs in special activities for physically sub-normal pupils, medical gymnastics, other developmental programs, school feeding, open-air classes and others.

In this reorganization it is apparent that physical education plays an important part. Physical educators will benefit by the advice of physicians in determining pupils' needs for physical activity. Physicians should prescribe physical activities for pupils with any defects, including especially obesity, undernourishment, orthopedic defects, cardiac deficiencies and nervous difficulties. The nursing service should assist. Health teaching, too, will be allocated to several agencies, including physical educators, nurses, classroom teachers, etc. Finally, physical educators may be of assistance to nurses and physicians in a host of ways. The possibilities for co-ordination are manifold in number and almost unlimited in their possibilities for protecting and improving the health of pupils and teachers. It is expected that they will transform physical education and all other health programs beyond our present power to predict.

VIII

Summary.

The foregoing sketch indicates how many and how fundamental and far-reaching will be the changes in physical education, probably within the next decade. We have only listed those generally accepted and effective in leading schools. Others which will come shortly have not been mentioned—still others will follow which have not yet been conceived.

In general there will be less and less emphasis on all pupils learning many skills. Rather will specialization—by pupil choice—be encouraged. More free play will be permitted. Player control will be extended downward into the grades and upward to the university. Games will be played between opponents of approximately equal strength. Fair play and other social traits will be practiced rather than preached. Indeed, there will be less and less ballyhoo, more and more observance of the canons of courtesy and justice, less and less coaching, more and more play, less and less formality except in corrective activities and possibly in gymnastics, more and more informality. Individual pupil needs will be met definitely, and the results of teaching will be measured. Poor teachers will be eliminated and good teachers will be more liberally rewarded both in salaries and in appreciation. Consequently the physical fitness and social behavior of pupils will improve rapidly until the population generally enjoys greatly increased efficiency in work, vitality in play and joy in living.

The future of physical education depends somewhat on those now in the field, but more on the abilities and courage of those now in training. "What next" in physical education will ultimately be determined by what is now or will soon be done in teacher-training institutions.

Any one who knows schools can see that teachers are already overloaded to the point where it is almost impossible for them to maintain that close contact with homes and that association with each young life without which education is a farce.—Joy Elmer Morgan.

The I. Q.'s Have It

(*A Story*)

By VERNON H. CULP

Northern Normal and Industrial School, Aberdeen, South Dakota

THE Dean faced Victor Doe with brutal frankness, "Young man, you are facing a return ticket to Pumpkin Centre. You are failing in three subjects and poor in the fourth. Were it not for the generous donations of your father, I'd relegate you to the dungeon of scholastic failures. I'm giving you just one more opportunity. Remember, I'm getting weekly reports of your progress."

Victor's alibis and nice speeches vanished into thin air as he timidly answered: "Thanks, professor, I'll do my best."

The Dean's eyes became more human, and he added: "You perhaps do not know that your I. Q. places you in a small minority group. Wake up! Show the world that you are a winner!"

Victor left the office of the Dean with a brand of pride that begets success. "Ye essence of Plum Pudding, just to think that I belong to the aristocracy of brains, and here I was wallowing in the dust with mental bankrupts." In his den he placed a new motto which guided his efforts: "I. Q. leads to S. Q. and Q." He was sure that a Superior Quality and Quantity of work would be the natural corollary of his enlarged I. Q.

Gradually Victor assumed an air of confidence, cultivated an intimate acquaintance with his textbooks, kept his eyes and ears open, and spoke only when he knew his motto. In a short time the youth from Pumpkin Centre was reported passing in all subjects.

As time galloped on friends stood on the college campus and saw Victor pass by bedecked in a stately cap and gown, armed with his diploma and girded with the three Q.'s. He greeted his father warmly.

"Father, this sheepskin required a lot of hard toil, and I want to thank you for your assistance."

"Victor, I'm proud of your record, and on your return home you are to become cashier of our bank."

"Father, I appreciate the honor. I'll show the town that with a high I. Q. naturally goes Superior Quality and Quantity of Service."

"What's that, Victor? I never heard of I. Q. before."

"I. Q. is the speed and power of your brain. I'm proud to tell you that I was one of the few students in college that has generous supply of that rare commodity."

"Land of Goshen! Victor, you are truly a chip off the old block."

The young graduate accompanied his father to Pumpkin Centre to take his place in the bank. He faced the world as one who was assured that he was a pet of destiny.

Victor soon became a general favorite in the village. It was noised about that at college he was a high calibre intellectual. Naturally, he soon became a trustee of the church, a member of the school board, and "high mogul" of his lodge. His district even sent him to the state legislature, and it was hinted that some time he would occupy the governor's office.

Our busy man suspected that his career would be twice illuminated if he should find a fair maiden with an accompanying high I. Q. Incidentally, Victor had dreams of becoming the progenitor of a race of high I. Q.'s.

He studied mental tests and mastered some of the more difficult questions so he could gauge the I. Q. of a patron, employee, or feminine companion. The eligible young ladies of the community were all placed on his ineligible list because he was afraid they did not rise high enough above the century mark in their I. Q.'s.

At last one of the teachers in the public schools decorated the cushion of Victor's Super-Six. She was sensible, gracious, attractive, and efficient. Incidentally, her I. Q., of 125, was satisfactory, although he would have preferred it to be 140. The rising young cashier did not press his suit in vain for the fair young teacher. The talented young woman put him in a very agreeable humor by playing a well-known wedding march. The whole village attended the marriage of the leading young man of the community, and only bottles of polite drink were consumed in prophecy of their success.

Time has a peculiar habit of flight, and in this case the flight was accompanied by pleasant music. True to prediction, Victor Doe and family moved into the executive mansion of the state. The following year Governor Victor Doe was festooned with an honorary LL.D. from his college. The same year Victor Junior entered the halls where his father had conquered. After several weeks the governor received a letter stating that so far as grades were concerned, his son was exceedingly unfortunate. But owing to the prominence of Victor Junior's father they were giving him one more chance.

The governor was visibly disturbed, and matters of state were given secondary consideration. A night train took the statesman to the college city where he could make a personal investiga-

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tion of his son's inability to land satisfactory grades. After the usual introduction and exchange of exaggerated compliments, the governor said: "I should like to see my son's record." The record was brought and carefully examined. "Dean, I notice that my son's I. Q. is not with this material. I should like to see it."

"E, Pluribus! Doctor, there must be some error—it says I. Q., 78."

The dean answered: "That's the record; there are no comments. Of course, there may be an error, but his marks are very low."

"I'll talk to my son. By the way, I should like to see the records of twenty-five years ago. I knew every member of that class."

"It's a pleasure to have you see the records, Governor."

The governor casually glanced at the marks and I. Q.'s of some of his friends. Such information, thought he, will be useful in making appointments. At last he came to his own record. He knew his own record was walking on stilts, and now their height was to be revealed to his curiosity.

"Ye Shades of Solomon! There must be some mistake!" The intellectual earthquake nearly floored him. After a long deliberation the noted alumnus stepped into the outer office, thanked the Dean, and went to consult Victor Junior.

"Son, I have a duty to perform and I desire you to go along." Together they went to the florist's, where a fine floral piece was ordered. A cab took them to the cemetery and after some searching they found the tomb of Dean Way.

"My boy, this man was my best friend. I, too, went through the same period of discouragement that you have faced. This man helped me through. I saw the records and understand. You may not know it, son, but like your father, your I. Q. is that of the small minority. Wake up! Show the world that you are a winner!"

"Hot dog! Here I am a heavy weight intellectual, and they've had me on the failing list. I'll show them, Dad. I'll follow in your steps. You can't keep brains down!"

A Modern Aid to Musical Culture

By GEORGE H. GARTLAN

Director of Music, Public Schools of Greater New York

FOR centuries the cradle of musical development was in the church. In the great master works of art—the cathedrals of Europe—music lovers found their opportunity for intellectual, aesthetic and spiritual refreshment, as did the lonely and weary travelers of the desert seek the oasis. Naturally this desire sought outlet through the most spiritual instrument of music—the organ—a glorious combination of all the tone colors of sound.

Down through the ages the triumphant message of the Deity has sounded through this stupendous medium. The spiritual influence of the message of Mount Sinai, the sanctification of the Sermon on the Mount, and all ethical and religious feelings have been sustained by the throbbing companionship of music.

To religion and its great teachings we owe a never ending debt. How, then, shall we carry on this great obligation in education?

No one shall question that what we call practical preparation for life is essential. This has to do with the academic side of education. On the other hand what are we doing for the spiritual side of life? As the church has prepared the way, so must the school carry on during the meantime, in order to sustain and perpetuate the path which has been made.

One of the most powerful influences in education is music—music in all its branches. First for the talented, second for the interested, and third for the great mass of students whose only realistic contact with art is through the medium of the school. It is generally recognized that the ability to listen to music intelligently is as important a part of musical culture as actual participation.

What more valuable means to this end could be provided than through the agency of reproducing instruments? The king of them all—the organ—is the logical and destined agency through which the goal shall be reached. Under the old order of things, in the absence of a performer nothing could be accomplished. Now, thanks to scientific imagination, the whole musical sphere is at our disposal.

Throughout our country in elementary schools, high schools and colleges, students are being trained to sing in chorus; in the theoretical side of music; and in instrumental participation. Progress during the last quarter century has been remarkable, but it is true that only a small percentage of students take music as a major subject. The great problem is with the vast majority who are being trained to become the audiences of the future, and the study of music from this angle is of vital importance.

The installation of reproducing instruments does not in any sense mean that music teachers are not needed, nor that students will not be required to participate. It is quite the opposite. The situation actually calls for a more highly skilled type than we accept at present and for a continuance of a

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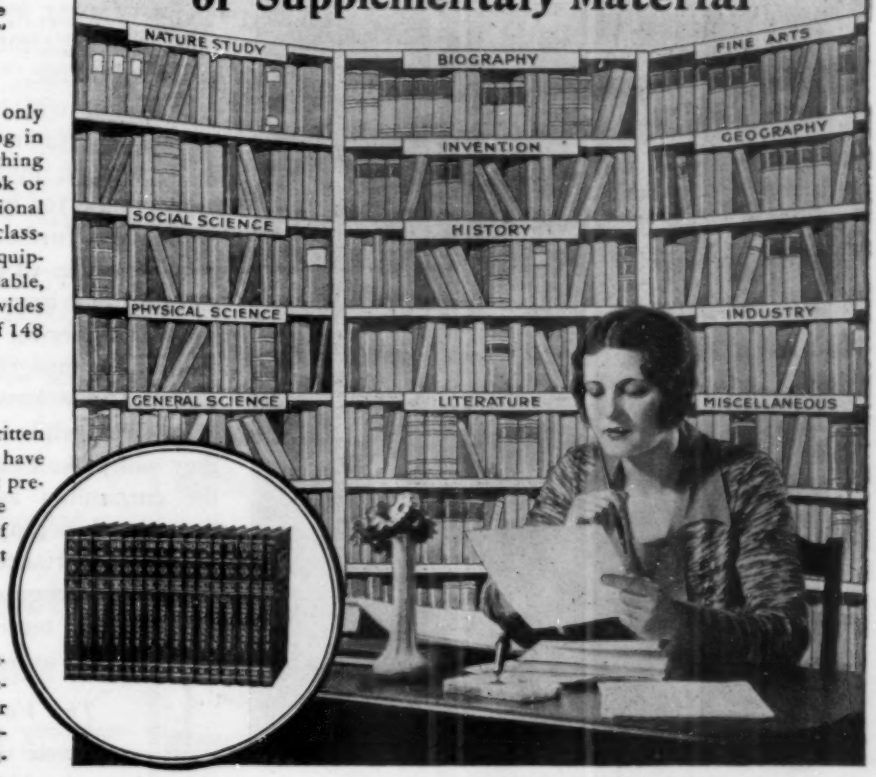

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The Value of a Music Library

The present system of manufacturing reproducing rolls provides for arrangements of practically every type of music. The extended library makes it possible for the organ to become 100 per cent. efficient. That is, it may may be used at all times of the school day, for afternoon and evening meetings, and at any occasion during which the auditorium of the school is in use. Such a provision more than justifies the increased cost of installation.

The time is not far distant when the teaching

DR. GEORGE H. GARTLAN

of the organ will become part of the regular school curriculum, and take its place along with the development of general instrumental instruction.

The Type of Organ

In preparing specifications for school organs it was found advisable to return to what is commonly called the church type of organ, rather than the orchestrally designed instrument provided for the leading motion picture theatres throughout the country. The foundation of any organ is in the diapason stops and everything must be built from this point. With the modern system of dynamic control the variety of tone quality and volume is immeasurable.

Advantages in Civic Life

In many communities the high school auditorium really takes the place of the familiar town hall. If reproducing organs are installed in such auditoriums the public, as well as the high school students, will benefit. It will simplify matters, in so far as it will not be necessary to depend upon the presence of an organist, or orchestra, because many times it is not possible to have one present. Some people might look with disapproval upon such a suggestion, but it doesn't mean that the organist is to be eliminated, because great as the reproducing mechanism is, after all what is it but the interpretation of the human individual?

Music from the Educational Viewpoint

With each succeeding year music is being given a more prominent place in the educational scheme. Unfortunately so many people look upon school music as merely singing, from which pupils do not carry away a lasting impression. This is not true. Singing creates a desire for a further investigation of music. It is not to be assumed that every pupil will become a performing musician, but an opportunity should be given to every child to be brought into close contact with music, and to determine for himself whether or not he desires to pursue it further. The granting of major credit in all branches of music for the senior high school students has been a boon to the development of cultural America. The old type of the formal academic course is being changed rapidly so that students may have the opportunity of preparing themselves, while in school, for the contacts which they will make in later life. There is no subject in the curriculum against which criticism has not been aimed, perhaps due to the overstressing of the alleged importance of a subject, and educators today are recognizing rapidly not only the social advantage of music study, but the intellectual and aesthetic side as well.

The Value of the Investment

In every civic undertaking one of the first considerations should be, does the community receive full value for its investment? Every great business organization would study such a proposition carefully before making a final decision. The added cost of a reproducing instrument is more than justified by the service which is rendered to the school, and to the community. School boards would do well to consider the importance of providing a reproducing instrument for each auditorium. The value of these instruments cannot be figured in terms of money, but in the moral and cultural uplift which result in the various experiences gained through such an association.

With the installation this year of seven fine reproducing pipe organs, New York City can well afford to be proud of what it has done in this direction, and these instruments will last as living monuments to the forward looking vision of the civic and educational authorities.

ART APPRECIATION TEXTBOOKS

By CORA ELDER STAFFORD, A. M., *(Columbia) Director of Art, State Teachers College, Denton, Texas, and Pearl Rucker, Supervisor of Art, Houston, Texas.*

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Part Two — My Rainbow Art Book
Part Three — My Indian Art Book
Part Four — My Pinocchio Art Book
Part Five — My Wonderland Art Book
Part Six — My Jungle Art Book
Part Seven — The Round Table Art Book

Here is a series of art books that are children's books from which we believe the children can learn some of the basic principles of art:

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2. The principles of color harmony are taught, rather than a discussion of color theory.
3. Each book presents a plan for the study of some of the great masterpieces in such a way that the fundamental principles that make them great are pointed out.
4. The exercises that require child activities are so presented that basic art principles are apparent and the exercises are so simple that the child himself can at least approximate the perfection of the illustration.

These books do not offer drawings to copy, but suggestions that will inspire the pupils to do original thinking and original work.

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In the "American" all-purpose Universal Desk illustrated at the left, the American Seating Company has provided educators with a school desk outstanding in health protecting features. Years of scientific research are behind it—improvements are provided that contribute to the mental and physical welfare of school children. Be sure you know the facts about posture correctness—that you understand what makes a school seat posturally correct—and why. The coupon brings you authentic information.

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Advertising—Then and Now

By ANSON W. BELDING

ON JUNE 30, 1881, the Journal of Education issued its first "June Special." That issue consisted of thirty-six pages, and was announced as "the largest educational paper ever published in America."

Advertising played an important part in that initial summer number, as it does in this.

"Our advertisers have really outdone themselves in the wealth of display and the generous patronage they have bestowed for the benefit of the profession." So wrote the editor in that early number, and so might the editors write today. For the present anniversary edition carries the greatest volume and value of advertising ever gathered in a summer issue of this publication.

The words "for the benefit of the profession" are significant—more significant than educators sometimes are willing to admit. The cause of education in the United States owes an enormous debt to the efforts and abilities, the enterprise and the planning which have gone into the production and distribution of material for use in schools. While there has been a commercial motive, there has also been a motive of genuine helpfulness, and it is only giving credit where credit is due to declare that there has been as fine a spirit of pioneering and idealism among the book and equipment makers as among the schoolmen themselves. Education has been aided mightily by the energetic enthusiasm of its business associates, many of whom, incidentally, stepped over from the classroom and administrative office to their related business responsibilities.

In glancing over the advertisements in our first summer number, one is naturally struck by the evidences that advertising was in its infancy. Typography has improved. Phraseology has been simplified and rendered more direct and telling. Illustrations are generally better—for photo-engraving has supplanted engraving by hand in wood or steel.

But there is another and still more impressive point to observe. That is—the number of firms appearing in the Journal of fifty years ago that are still vigorous and progressive.

Ten firms which carried advertisements in that first "June Special" are represented in the present issue.

Here are some of the goods and services featured by these firms fifty years ago:—

American and Foreign Teachers Agency—"introduces to Colleges, Schools, and Families, Superior Professors, Principals, Assistants, Tutors and Governesses for Every Department of Instruction."

John Allyn, Publisher (now Allyn and Bacon), featured "Easy Latin Stories for Beginners," "First Latin Writer," and "First Latin Exercises." by George L. Bennett, M.A., of Plymouth, England.

Thomas Y. Crowell Company presented "Illustrated Juveniles, which are sure to please the little ones: 'Rip Van Winkle's Travels in Foreign Lands,' and 'Holly and Mistletoe.' Both the above are healthful in their tendency, bright and attractive in quality."

J. Estey and Company (now Estey Organ Company) carried an acrostic:—

E verywhere known and prized for
S kill and fidelity in manufacture,
T asteful and excellent improvements,
E legant variety of designs
Y ielding unrivaled tones.

Houghton Mifflin Company offered "Valuable Books for Schools, Academies, and Teachers," including Supplementary Reading, Modern Classics, Books of Reference and Literary Essays.

Ivison, Blakeman and Taylor (forerunners of American Book Company) called attention to Spencerian Steel Pens "In 20 Numbers, of a superior English make, suited to every style of writing."

J. B. Lippincott Company proclaimed: "Important to Superintendents and Teachers! 'The Latest and the Best'—Lippincott's Popular Series of Readers by Marcius Willson."

The Macmillan Company announced "The English Poets, Complete in Four Volumes, edited by Thomas Humphrey Ward, M.A.," and a number of books for professional reading.

G. and C. Merriam Company emphasized the merits of "Webster's Unabridged Dictionary," endorsed by George Bancroft, John L. Motley, Rufus Choate, John G. Whittier, Daniel Webster, Henry Clay, Horace Mann and others.

New England Conservatory of Music advertised "The largest music school in the world. Tuition $15, with collateral advantages amounting to 125 hours of musical instruction in a quarter."

These companies and institutions are to be congratulated upon their long, outstanding and prosperous careers, to the success and continuity of which this magazine has been happy to make its incidental contribution.

The editors are proud to think that, in a year of profound business depression, it has been possible to produce—with the co-operation of so many advertisers—a jubilee edition which, by every business standard—and we trust in other ways—outstrips every one of its fifty previous Summer Numbers.

EDUCATION IN ACTION

School Problems Before Legislatures

Many Phases of Educational Reform Have Been Considered By the Various State Law-Making Bodies This Year

A review of educational legislation enacted by the forty-eight states during the past two years reveals that major educational problems in the United States are school finance, teacher certification and pensions, school attendance, curriculum changes, state and county administration, school consolidation, pupil transportation, and education of physically and mentally handicapped children, according to the United States Office of Education.

Curriculum changes under recent state laws range from the prohibition of the teaching of the evolution theory in Arkansas public schools and colleges to provision for the teaching of aviation in Tennessee schools. Numerous states now require a study of the United States Constitution.

School finance held the attention of state legislators in 1929 and 1930 more than any other school problem. The principle that school facilities and school costs should be equalized as far as practicable throughout the state won legislative sanction in approximately one-half the states.

Recent legislation has changed the composition and function of a few state boards of education, fixing more responsibility for public school administration upon state school officials.

Laws increasing qualifications of county superintendents were enacted in Montana, North Carolina and Wisconsin during the biennium and legislators in Minnesota, Missouri, Montana, North Carolina, Texas and Pennsylvania voted to increase salaries of county superintendents in their respective states. Furthermore, says the Office of Education, by authorizing the consolidation of two or more adjacent districts, legislatures are gradually vesting local control of schools in larger administrative units.

Twenty-five states gave legislative attention to teachers' pensions in 1929 and 1930, the review discloses, endeavoring, in the main, to improve retirement systems already established.

Legislation to promote increased school attendance has been enacted in a number of states since 1928, providing for longer terms, additional qualifications for labor permits, lower compulsory school attendance ages, transportation of pupils and free tuition.

The practice of legislatures to provide for educational surveys before enacting legislation pertaining to schools continued unabated during the biennium, concludes the Office of Education.

Disapprove Plan To Treat Students

With the announcement that the Medical Societies of Kings and Queens Counties in New York have disapproved the proposed equipment of certain public schools with physiotherapy apparatus for treatment of students, it was revealed recently that the Board of Education of New York City has abandoned the proposal on the ground that the equipment would be too costly to install. The board has no policy on the matter, and has dropped plans to establish special physiotherapy rooms in the public schools, according to Dr. Joseph M. Sheehan, associate superintendent of schools. According to Dr. Sheehan the question was settled three months ago when the proposal to equip the new Grover Cleveland High School in Queens for physiotherapy treatments met with the disapproval of the Board of Estimate because of the large appropriation needed.

Solution of School Failures is Sought

In an effort to discover the underlying causes of the failure of about twelve per cent of Philadelphia's elementary school children to pass their grades, Dr. Phillip A. Boyer, director of the division of educational research, will undertake a survey throughout all schools in the city. Dr. Boyer is working in collaboration with research directors in twenty other large cities, who hope to inject a greater degree of individualism into the school systems, permitting the education to be fitted to the child, and not the child to the education.

Middlebury Revives Its German School

Plans for the revival of the Middlebury College German School in Vermont, the pioneer of segregated one-language schools in the United States, were announced by President Paul D. Moody, director of the summer sessions. Professors and lecturers are engaged under the directorship of Dr. Ernst Feise, of Johns Hopkins. The enrollment is already more than half filled, and material additions to the Bristol Inn, in the foothills of the Green Mountains, the new home of the school, are nearing completion with a German lobby and dining room.

Rural School Conference Planned

W. J. Cooper, United States Commissioner of Education, recently announced the calling of a conference on rural school supervision to be held in co-operation with Western State Teachers College, at Kalamazoo, Mich., June 12 and 13. State and county superintendents of schools, superintendents and principals of consolidated and other rural schools, and state teacher college representatives are expected to attend the conference. Each of the five scheduled sessions will be devoted to consideration of important aspects of rural school supervision in the midwestern states. State-wide conferences of county supervisory officials, supervision in relation to consolidation, educational opportunities offered children during their first two years in rural schools, and other subjects will be discussed.

Bulgaria to Limit Students in Universities

Entrance to the two universities in Bulgaria is to be limited under plans of the educational authorities. The census revealed that whereas the population increased by thirteen per cent., and the enrollment in primary schools by eleven per cent. in the six years between 1924 and 1930, the university enrollment grew by eighty per cent. The authorities have advised parents to teach their sons and daughters trades, warning them that hundreds of young people who graduate from the universities can't find "white collar" jobs, and have to undertake labor for which they are not fitted.

Teachers' Duties Said to Have Grown

Never have the duties and the arduous tasks of teachers been more multiple or so complex as they are today, Miguel A. Pena, director of the Academy of Modern Languages, Boston, told members of the Massachusetts Teachers' Federation. Since 1918, directly after the World War,

teachers have found themselves with educational programs and social policies remaining subordinate to the forces and laws of utilitarian and practical life, he said. The task and duty of the teachers, today, is that of investigating the problems threatening the social and political structure of society. It is their duty, he explained, to investigate these problems with keen interest and an open mind, and finally to formulate a code which will balance the scales in order that the ideals and conceptions of the cultural, social and political character of man may harmonize with problems purely logical, rational or experimental.

Girl Students Work at Iowa State

During the first quarter this year girl students at Iowa State College earned a total of $16,379 toward their college expenses, according to Frances Sims, personnel director. From clerking in local stores to tending babies was on the list of ways and means. Most of the girls, however, waited tables, or performed other kinds of housework.

Kilauea Volcano Becomes "Classroom"

Something new in university courses is one in natural history, which will be conducted at Kilauea volcano from July 6 to July 29, 1931, by the University of Hawaii. The course, which carries regular university credit, will be given by Theodore C. Zschokke, forester of the university agricultural extension service, and will include a study of the geology, bird, plant and animal life of the region.

Palestine Increases Educational Budget

The educational budget of the Palestine Government has jumped from 60,000 pounds sterling to 150,000 pounds during the last decade. The bulk of the budget is spent on Arab education, the Hebrew school system largely looking after itself, with a government grant-in-aid of about 20,000 pounds. There are now 260 village schools maintained by the government, which still follows the fundamentals laid down by Sir Herbert Samuel, the first British High Commissioner in Palestine, that if a village provides a suitable building, the government supplies a teacher. The education department's most pressing problem, it is stated, is women's education.

School Musicians Vie for Prizes

The seventh annual conclave of New England school bands and orchestras, sponsored by the New England Music Festival Association, brought 2,000 boys and girls from more than forty cities and towns to Boston recently. The enthusiasm of these boys and girls for music, the dexterity of the youthful drum-majors, the snap and precision of the field maneuvers, the colorful costumes, the finesse with which each group performed its selections, betokened the power of this movement for acquainting youth with the finer type of music. In the orchestra competition the prize winners were: Class A—First, Hartford (Conn.) High School. Class B—New London (Conn.) Bulkeley and Williams Memorial Institute. Class C—First, Waterville (Me.) Coburn Classical Institute. Class D—First, Providence (R. I.) Nathan Bishop Junior High School. Class E—Waltham (Mass.) South Junior High School. The prize winners in the band competition were: Class A—First, Pawtucket (R. I.) High School. Class B—First, West Hartford (Conn.) William Hall High School. Class C—First, Waltham (Mass.) Senior High School. Class D—First, Pawtucket (R. I.) Joseph Jenks Junior High School. Class E—Waltham (Mass.) Junior High School.

Swiss Students Oppose Outlawing Duels

Swiss university societies have just organized to put up a hard fight in favor of the time-honored custom of student duels. A bill now pending before the Swiss chambers classes dueling with ordinary crimes. The backers of the movements have arranged for a hearing, at which they will insist that student duels should not be classed as a crime. Dueling is still in vogue in Switzerland in the four German-speaking universities of Berne, Zurich, Basle and Fribourg.

Schoolmen Must Aid Radio Reform

Schoolmen must lend a hand in providing radio stations with an interesting substitute for the blatant and objectionable programs to which they object, Henry A. Bellows, vice-president of the Columbia Broadcasting System, asserted as he addressed the first assembly of the National Advisory Council on Radio in Education in New York City. Charging that most of the people who use radio for formal education have given talks which were, "without qualification, dull," Mr. Bellows said most stations managed for educational purposes are records "eloquent of failure." Of proposals to set aside fifteen per cent of wave lengths for education, he said: "I do not believe a greater disaster could possibly befall the cause of education through radio than a legal decree of divorce between education and commercial broadcasting." Concluding, he suggested that educational institutions collaborate in developing programs that will not be "undermined by dullness."

Children's Library Is Novelty in China

What is probably the first children's library in China has been started in connection with the school attached to Yenching University near Peiping. A branch library has also been established in Ching Ho, a village about two miles away, where country children may read children's books in their own language. The founder, Miss Liu Yueh-chen, a graduate of Yenching, was impressed by the fact that Chinese children have not had books of their own. Tales of interest to Chinese children abound, but they have been locked up in books written for adults. Chinese educational theory would not admit that children should read for the love of reading, but set them to work on classics which they could hardly comprehend. In a year's time Miss Liu has found about 500 books of interest to Chinese children, some adaptations of Chinese stories, and some translations of Western children's books. The children's libraries have proved immediately popular. Children wait eagerly for the

An Interpretative History of Education

By J. Franklin Messenger

Dean of School of Education
University of Idaho

"Nobody has written a better history of American education . . . I have seen no History of Education in one volume that approaches this in authenticity, in skillful elimination of waste material, in clearness of statement, and in professional spirit." — A. E. Winship, Journal of Education.

(Price, $2.00).

Thomas Y. Crowell Co.

393 FOURTH AVE., N. Y.

doors to open, and ask to take books home with them. Children living in the country have shown especial eagerness, and often read to their parents, who have not had the advantage of learning to read and write Chinese.

Vermont Academy Ends Co-education

Vermont Academy will discontinue co-education, and beginning next fall will become a school exclustively for boys, according to announcement by Dr. John B. Cook, principal. This action, taken by the trustees at a recent meeting, is in step with the modern trend in education among New England private schools. In making the change the trustees considered the fact that in the last ten years fourteen New England academies have made a similar change, ten to boys' schools, and four to girls'. Founded in 1876 as a school for boys, Vermont Academy continued as such for forty-two years. After the World War, however, it became co-educational. The number of boys attending the academy during the last thirteen years has been increasing steadily, and at present the boys' dormitories are taxed to capacity. The student body for the current year includes twice as many boys as girls.

Strong Leaning For Graduate Work

The high degree of interest college graduates of today are showing in advanced professional studies is seen in the statistics collected about this year's seniors. At Columbia University sixty-five per cent. of the members of the graduating class put themselves down as prospective candidates for admission into the professional schools, while at Princeton 240 men declared an intention to do graduate work, against 229 who would not, and eighteen who were undecided. The preferences of the Columbia seniors as to future studies, according to the Columbia Alumni News, are heavily for medicine and law, the actual numbers being fifty-seven and twenty-nine, respectively. Engineering has attracted twenty-five, while teaching is to have fourteen neophytes from the present class. Most of the graduate schools at Columbia, it is reported, are to have at least one representative from 1931.

50-Year School Teacher Honored

As a tribute to her fifty years of school work, during which she has gained nation-wide fame for her Americanization methods, a grammar school in Herkimer, N. Y., has been named for Miss Margaret Tuger, sixty-eight. Her success in taking children of immigrants and making model citizens of them has prompted educational systems throughout the country to send representatives here to study her methods.

University of Paris Has 30,000 Students

The French ministry of education has announced that the University of Paris shows an enrollment of 30,000 students, an increase of 2,500 over last year, and an increase of 12,395 since 1914. Rumanian students are the most numerous among foreign nationalities represented, their number being 1,409. Poles are second with 739, and Russians third with 491. There has been a marked increase in German students, who total 490. Ever since 1914, when the enrollment was 17,605, there has been a steady increase of about 1,500 students a year, with the exception of 1930, when there was an increase of 2,500. The University of Paris is founded on scholasticism, which in the twelfth century was the absorbing pursuit of the best minds of France. Abelard, the most famous teacher of that century, drew to Paris such crowds of hearers that it became natural to associate the city with the study in which nearly every one was most deeply interested. At present the number of women students of the University of Paris exceeds the men. In 1914 they showed an increase of 2,230. Last year they numbered a few less than 8,000. There were 3,408 foreign students in 1914, but the number decreased to 1,833 in 1919. Ever since then there has been an up-grade of well over 5,000.

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The BOOK TABLE

FACT AND STORY READERS. Book Four. By Henry Suzzallo, George E. Freeland, Katharine McLauchlin, Ada M. Skinner. Illustrations by G. M. Richards and G. L. Carlson. Cloth. 428 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Of all the prodigality of talent in modern schoolbook making, the end of the limit would seem to be the American Book Company's "Fact and Story Readers." This Book Four—wonderful in the extreme—has the president of the Carnegie Foundation, the director of teacher training of the San Jose State Teachers College, a professor of education of the University of California at Los Angeles, and the queen of specialists in children's literature, and five of the famous art illustrators of high-priced books, selecting and editing eighty reading lessons in six scientifically classified groups.

Book Four alone justifies the use of these nine eminent book makers, for there is almost miraculous range of material winnowed, analyzed, classified and edited in these 428 pages.

MODERN HISTORY. The Rise of a Democratic, Scientific and Industrial Civilization. By Carl L. Becker, Cornell University. Cloth. 864 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

What would a publisher have thought, even ten years ago, if a college professor had presented the manuscript of a high school textbook of 864 pages, 244 illustrations, twenty-eight maps, and twenty-one charts? Nothing seems to faze modern publishers.

The special feature of "Modern History" is its heroic venture in covering all countries, all conditions, and all time that made "Modern History" necessary or possible, and it looks forward as far as the vista of a vision can imagine. It considers the days before our yesterday and the days after our tomorrow.

The tendency has been to magnify individual periods to the end of the limit. This text largely ignores individuality, and seeks to create the personality of civilization.

NEW RUSSIAN PRIMER. The Story of the "Five-Year Plan." By M. Ilin. Translated from the Russian by George S. Counts and Nucia P. Lodge. Cloth. 162 pages. Illustrated. Boston: Houghton Mifflin Company.

This is an heroic adventure to induce Americans to be interested in Russia's "Five-Year Plan," by an intelligent report of what it is, and why it is.

There is no question about its representing the government's side of the question. It is a translation of the official statement of the plan which the Russian government has placed in the hands of the people, to make so clear that there can be no mystery or misunderstanding.

The claims which the government makes for the "Five-Year Plan" are forcefully and plainly stated.

There is great need of such a book, and it should be so widely read that the American people, of high and low degree, should be fully informed regarding the greatest endeavor of any people in any age to transform a vast nation to a higher civilization through education in industry.

REAL LIFE STORIES. Heroic Deeds. By W. W. Theisen, assistant superintendent, Milwaukee, and Sterling A. Leonard, University of Wisconsin. Cloth. Illustrated. 446 pages. New York: The Macmillan Company.

This is a fascinating stroke of genius for the promotion of biography in school and home. It has a thrill in every page, and reveals vital characteristics of forty interesting and important men and women.

HOW WE LEARN. The Art of Efficient Reading. By Walter B. Pitkin, Columbia University. New York: McGraw-Hill Book Company, Inc.

One of the outstanding features of modern education is the emphasis placed upon "learning to learn."

Modern education is magnifying the way to learn, and Professor Walter B. Pitkin has reduced the art of learning to read so as to know, to enjoy, to remember and to use. It is a group of creations in methods.

The real charm of the book is the fact that it is built upon the principle that all life is learning, that everything we now know and can do we learned to know and to do.

Some things are learned so quickly that we say it is instruction. We learn quickly the things that we must know at once. The baby learns to creep without any lessons or any teacher. He learns to creep in the way that he can learn to "get there" easiest.

It will be of inestimable value for any student, especially for any teacher, to read this book.

It is one of the universally vital books for all who are learning any subject or practice that is especially worth while to know or do.

MATHEMATICS FOR JUNIOR HIGH SCHOOL TEACHERS. A Professional Subject Matter Text. By William L. Schaaf, College of the City of New York. Cloth. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

The weakness of the junior high school has been from the lack of preparation of teachers in teacher-training institutions to teach their students that all teaching in junior high schools is entirely different from any teaching of the past in either elementary or secondary schools.

Professional teachers, whose personal preparation was even a few years ago, had no junior high school spirit. The wonder is that the teaching in these new created schools has been as good as it has been. It is often remarkably good, because teachers have a professional pride in meeting new conditions.

Dr. Schaaf has made a notable contribution in providing a book with the junior high school spirit, flavoring the teaching of an important subject with the personality of an administrative creation such as was never dreamed of in public or private education in all the past.

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THE OUTDOOR WORLD. Book Three. Nature Activity Readers. By Paul Gray Edwards, Chicago public schools, and James Woodward Sherman. Illustrated by Marjorie Hartwell. Cloth. Boston: Little, Brown and Company.

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OUR BOOK WORLD. In the Workshop. A Third Reader. By Florence Piper Tuttle. Illustrated by Mabel Betsy Hill and Violet Moore Higgins. Cloth. 280 pages. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

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A HISTORY OF AMERICAN GOVERNMENT AND CULTURE. America's March Toward Democracy. By Harold Rugg, Teachers College, New York. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

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"Progressive Teaching in Secondary Schools." By Ellsworth Collings. Indianapolis: Bobbs-Merrill Company.

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Herbert—"But how black your hands are!"

Brown—"Yes, I patted the engine."

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Four-year-old Nancy's father had installed a radio. The child listened to it eagerly until her bedtime. When she had finished her "Now I lay me," she said solemnly: "Tomorrow night at this hour this program will be repeated."

Bridge Needed

Mother (telephoning from bridge party)—"Johnny, I hope you and Bobby are being good boys while I am away."

Johnny — "Yes, we are. And, mamma, we've been having more fun. We let the bathtub run over, and we've been playing Niagara Falls on the stairway."—Philadelphia Ledger.

Another Brick

Magistrate (to prisoner)—"How big was the brick you threw? Was it as big as my head?"

Prisoner—"Yes, your honor, but not so thick."

Easy!

Jackson and his wife were doing a little fly-hunting about the house.

"How many have you caught?" she asked after a while.

"Six," replied her husband, "three males and three females."

"How absurd!" his wife sniffed. "How could you tell if they were males or females?"

"Easy, my dear," he retorted. "Three were on the sugar, and three were on the mirror."

No Benediction That Day

A clergyman, slightly deaf, asked his assistant to make an announcement after the sermon regarding new hymn books. The assistant, having other announcements also, first read one on baptism, saying: "All those with children to baptize will please send in their names, at once."

The clergyman, supposing the hymn book announcement had been made, spoke up: "I want to say for the benefit of those who haven't any that they may be obtained from me any day in the week between 3 and 4 o'clock—the ordinary little ones are fifteen cents each, and the special ones with red backs at twenty-five cents."

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